Goose Creek Consolidated Independent School District

Stuart Career Tech High School

2022-2023 Campus Improvement Plan

Public Presentation Date: November 3, 2022

Mission Statement

The Mission at SCTHS is to EQUIP students with <u>ACADEMIC</u> and <u>CAREER OPPORTUNIES</u> that successfully PREPARE, EMPOWER, and PROPEL our graduates into <u>THEIR FUTURE</u>.

Vision

Our Vision is that SCTHS graduates will possess the <u>academic knowledge</u> and <u>employability traits</u> necessary for the continued pursuit of additional post-secondary academic education or career specific training to create access and success in high skills, high demand careers in the community we serve and beyond.

Teaching that Engages	Through project-based learning, teachers design real-world inquiry-based curricula, so students learn to collaborate and problem solve.
Culture that Empowers	Learning is relevant and creates a collaborative culture in which students become connected to, engaged with, and challenged by our school, their teachers, and their peers.
Outcomes that Matter	Learning outcomes measure written and oral communications, and the development of student responsibility for their learning.
Technology that Enables	Teachers and students create, communicate, access information, and experience self-directed learning in a technology-rich environment.

Core Beliefs

As a career focused campus partnering with <u>local colleges</u> and <u>regional industries</u>, we hope to develop the potential future employees that leave high school with the necessary skills to enter the workforce and/or to continue at an institute of higher learning.

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Enrollment Summary for SCTHS

Ethnicity	Number	Percent	Staff Number	Staff Percent
African American	31	8.03%	2	7%
Hispanic	270	69.95%	6	20%
White	74	19.17%	21	73.1%
Pacific Islander	0	0%	0	0%
Asian	5	1.30%	0	0%
2 or more	5	1.30%	0	0%
Female	136	35.23%	14	47.8%
Male	250	64.76%	15	52.2%
At Risk	208	53.88%		
Eco Disadvantage	282	73.8%		

Though predominantly male (64.76%), Hispanic student population (69.95%), the campus-at-large reflects a low socioeconomic status (73.05%) and at-risk (53.88%). The demographics of SCTHS has had a huge change over the past 3-5 years. There are concerns about the academic/maturity level they need to have to be successful at an early college high school. Another area of concern is the lack of academic preparedness - we have so many fail multiple classes at the freshman level. Our school has more 504, SPED and at-risk students.

Demographics Strengths

We continue to address strategies that support instructional accommodations and supports necessary for the success of our EBs and students with disabilities. With the addition of an ESL paraprofessional, we will institute the use of K12 Summit as well as Sheltered Instruction strategies in the classroom.

The faculty functions collaboratively and focuses on culturally relevant instruction. Administration strives to hire staff that represents the ethnicities and cultures of the students. As a dual credit career/technical education school, we offer opportunities to improve students' quality of life and see success in their future.

Student population is diverse and reflects our target of enrolling students who are At-Risk, historically underrepresented in college courses, and include ELs, low socioeconomic, and students with disabilities.

Student Learning

Student Learning Summary

Passing Standard	ELA1	ELA2	Algebra	Biology	US History
Approaches GL	63.12%	72.83%	74%	87%	94%
Meets GL	38.75%	58.7%	29%	60%	73%
Masters GL	8.75%	4.35%	16%	19%	40%

SCTHS students scored higher than the district average in the Approaches category in all areas except for ELA. While our numbers are high compared to our district, we did see a decrease from past years in Biology.

Student Learning Strengths

Algebra 1 scores increased in Approaches, Meets and Masters from the previous year. The campus as a whole focused on math interventions and tutorials.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Biology scores decreased. **Root Cause:** A plan to address deficits in Biology was not implemented systemically to address student needs.

School Processes & Programs

School Processes & Programs Summary

SCTHS is constantly adjusting to the expectations of Texas Education Agency P-Tech distinction, workforce partners, industry leaders, GCCISD, Lee College, Lamar Institute of Technology and Houston Community College. We have had to adjust programs and processes as we build partnerships and create education that is truly preparing students for their future after high school.

We will continue to meet with parents, advisory boards and other committees at monthly and quarterly meetings.

School Processes & Programs Strengths

Communication with parents: While parents agree that the communication methods were agreeable, many wanted volunteer opportunities and more information regarding events and happenings on campus. With our monthly parent meetings, we will have the opportunity to address these needs. We have started the process to create a PTO and will develop the plan as the year continues.

Communication with teachers: Teachers will receive weekly communication through email and faculty meeting/instructional meeting.

Safety and security: Security and administration are checking for locked doors both internal and external. All paraprofessionals have had clear communication regarding working the reception area if needed.

A faculty handbook has been developed and given to all faculty members with processes and procedures for attendance, grades, discipline, etc.

Perceptions

Perceptions Summary

Ongoing efforts to improve and maintain culture and climate continue as we create processes and procedures to help recognize, include and encourage all stakeholders. Surveys and interviews show that discipline is an issue with no follow through being a problem from parents, teachers and students. Students only value Career and Technical courses and do not fully participate in academics.

Perceptions Strengths

SCTHS is a beautiful campus with the facilities to accommodate a collaborative culture and climate.

Workforce readiness: Career and Technical teachers are connected with industry partners and encourage students to find positions in their academy field.

Priority Problem Statements

Problem Statement 1: Biology scores decreased.

Root Cause 1: A plan to address deficits in Biology was not implemented systemically to address student needs.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Stuart Career Tech High School will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary success

Performance Objective 1: SCTHS students will increase by 3% in academic growth under school progress in the TEA Accountability Rating.

> **Evaluation Data Sources:** District assessments, STAAR, and TELPAS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will provide training for teachers regarding growth measures.	**Formative**		
Strategy's Expected Result/Impact: Student goal setting sessions to reach attainable goals. **Staff Responsible for Monitoring:** Campus Administrators, Counselors	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: SCTHS students will be trained during their advisory period. This will be a facilitated STAAR workshop that will end in students knowing what score they need to obtain for a year's growth and to pass.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved performance of students due to increased attention to attainable goals and expectations **Staff Responsible for Monitoring:** Campus Administrators, Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Shmoop through Advisory period by individual needs assessments.	**Formative**		
Strategy's Expected Result/Impact: improved performance on campus and district assessments, grading period grades, and EOC scores **Staff Responsible for Monitoring:** Campus Administrators, Counselors	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: In Tier One instruction, utilize data from Maps Growth tests, CUA and other growth assessments. Through PLC, ensure that all teachers (including new) are trained to review data and implement actions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Targeted instruction to areas of need and will lead to improved scores on assessments **Staff Responsible for Monitoring:** Campus Administrators, Counselors			

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Bringing industry professionals to the classroom to discuss specific career academy groups			
Strategy's Expected Result/Impact: Increase student thinking about areas of carer interests and pathways by having them interact with industry professionals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators, CTE Department Staff			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Curriculum documents will reflect the level of rigor expected based on State curriculum standards.

    Evaluation Data Sources: Curriculum documents and walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will display daily content and language objectives in their classrooms, aligned to GCCISD curriculum and using essential questions to guide instruction and higher level questioning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: EOC Tested areas will be scheduled PLC time in the Master Schedule to allow teachers to collaborate with each other and other campuses.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved planning, evaluation of data, and student performance **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Data from assessments as well as walk through data will be reviewed to determine identified EOC classrooms that will be provided coaching opportunities to improve instructional quality and increase student achievement with an emphasis on special populations.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Improved engagement of all populations and increased performance and success during each grading period
    Staff Responsible for Monitoring: Campus Administrators, Teaching and Learning Coach
 	
    Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - $70,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Administrators will follow a schedule of walkthroughs to insure all classrooms are routinely visited and addressed	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 5 Details	Formative Reviews		

Strategy 5: Quality Lesson planning PD and weekly lesson plans will be submitted each week to track fidelity toward scope and sequence and insure district curriculum is being followed.
    Strategy's Expected Result/Impact: Increase in student achievement
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 6 Details	Formative Reviews		

Strategy 6: Training for questioning strategies that improve student thinking instead of simple recall responses from students.
    Strategy's Expected Result/Impact: Increased engagement, deeper thinking on responses to questions, increase academic conversation in the classroom, and improved results
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 7 Details	Formative Reviews		

Strategy 7: Teachers will be allowed flexibility in the scope and sequence to explore unique avenues within the career academy focus, but still aligning with district assessments.
    Strategy's Expected Result/Impact: Increase in learning and engagement of all students
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 8 Details	Formative Reviews		

Strategy 8: Prepare and train ALL staff in appropriate instructional strategies and interventions to support learning of EL students, students with disabilities through Section 504 or SPED, and students identified as GT.
    Strategy's Expected Result/Impact: Improved performance for ALL student groups
    Staff Responsible for Monitoring: Campus Administrators
 	
    Funding Sources: Supplemental Materials - Coordination of Local and State Funds - GT Funds - $250, Supplemental Materials - Coordination of Local and State Funds - Special Education Funds - $250, Supplemental Materials - Coordination of Local and State Funds - ESL Funds - $250
	Formative		

	Nov	**Feb**	**June**

0% No Progress		100% Accomplished		→ Continue/Modify	✕ Discontinue

Goal 3: Stuart Career Tech High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 1: The campus will monitor attendance, academic, or behavior reports and provide support to students and their parents in order to improve attendance, academic, and/or behavioral concerns

    Evaluation Data Sources: Review 360 data and PBMAS data validation

Strategy 1 Details	Formative Reviews		
Strategy 1: The Student Support Team will meet weekly to determine students that need support or resources for attendance, academic, and/or behavior needs.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance, improved student achievement; and decrease in student referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Student Wellness Interventionist; Communities in Schools			
Funding Sources: Student Wellness Interventionist costs - Coordination of Local and State Funds - SCE Funds - $70,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Discuss attendance on a weekly basis with students and staff to remind of the importance of being in school each day.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide an Attendance Comparison Competition for each grading/reporting period between the grade levels and academies.	**Formative**		
Strategy's Expected Result/Impact: Increase attendance percentage	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Titan Time for students needing assistance with attendance and/or credit recovery.	**Formative**		
Strategy's Expected Result/Impact: Improved graduation rates, credits earned, decrease loss of credit due to attendance	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide credit recovery options outside the school day for students as needed such as Edgenuity software, attendance recovery, and scheduling to serve needs of students.	**Formative**		
Strategy's Expected Result/Impact: Improved graduation rates, credits earned, decrease of loss of credit due to attendance, etc. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide accelerated instruction/tutorial program to target at risk students who are failing classes and assessments.	**Formative**		
Strategy's Expected Result/Impact: Increase percent of passing students each grading period and increased scores on campus and district assessments, leading to improved performance on the STAAR test **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Costs for payroll and materials for tutorials. - Coordination of Local and State Funds - SCE Funds - $4,000	**Nov**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Stuart Career Tech High School will provide and maintain a safe, positive learning environment.

Performance Objective 1: SCTHS will provide a positive campus atmosphere that reinforces high expectations, promotes school spirit, and rewards student accomplishments to ensure student safety.

    Evaluation Data Sources: Student and Parent Surveys, Enrollment Reports, Drill Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: All staff will adhere to district and campus discipline management expectations and the student code of conduct.	**Formative**		
Strategy's Expected Result/Impact: Decrease in discipline referrals **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will be visible and actively engaged in campus duties each day, week, and month, as assigned.	**Formative**		
Strategy's Expected Result/Impact: Reduced discipline infractions and Increased positive interactions **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Each room will be expected to prominently display safety posters, evacuation maps, emergency procedures & completion of compliance trainings.	**Formative**		
Strategy's Expected Result/Impact: Decrease in discipline referrals **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Improved PBIS training will be conducted for staff throughout the year to reinforce expectations and procedures.	**Formative**		
Strategy's Expected Result/Impact: Fewer discipline referrals and increased positive student and staff interactions **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: SCTHS will provide campus activities that promote school spirit and pride. Examples include attendance and grade incentives, display boards to recognize students and their accomplishments as well as teacher accomplishments. Involvement of students and staff in recruitment at Elementary and Junior schools.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student involvement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details		**Formative Reviews**		
Strategy 6: SCTHS will adhere to expectations of monthly drills.		**Formative**		
Strategy's Expected Result/Impact: Compliance with district and state expectations		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5: Stuart Career Tech High School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Provide support to staff new to the campus and the teaching profession

    Evaluation Data Sources: Staff reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Implementation of the Campus Lead Teacher to help coordinate new teacher lessons and activities to assist in their development and confidence in what they are doing as a teacher.
    Strategy's Expected Result/Impact: Retaining 100% of our staff
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Stuart Career Tech High School will establish and maintain parent and community partnerships in education to enhance student achievement.

Performance Objective 1: Engage parents to support student academic progress.

    Evaluation Data Sources: Accountability scorecard

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will work to maintain accurate contact information with all parents through documentation.	**Formative**		
Strategy's Expected Result/Impact: Completed record checks Corrected student records **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: SCTHS will host various campus activities for parents, such as grade level meetings, academy meetings, test prep seminars, etc.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement **Staff Responsible for Monitoring:** Campus Administrators, Counselor	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: SCTHS will communicate with parents using monthly newsletters, parent emails, School Messenger alerts, web postings, Facebook postings, conferences, etc.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: SCTHS and Partners in Education will continually work to host campus events and activities	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Academies will meet with business partners three times per year to discuss business needs, curriculum improvement, materials and equipment needs, etc.	**Formative**		
Strategy's Expected Result/Impact: Better prepared students to enter the workforce with the skills the employer is looking for. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 7: Stuart Career Tech High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Increase technology proficiency for students & staff.

    Evaluation Data Sources: Walkthrough data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be required to integrate technology tools into their lessons with emphasis on iPads and Promethean boards.	**Formative**		
Strategy's Expected Result/Impact: Lesson plans with integrated technology and improved student technology proficiency **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: SCTHS will provide targeted PD on iPad and Promethean training	**Formative**		
Strategy's Expected Result/Impact: Improved frequency and proficiency with technology tools **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Teachers will implement use of trending technology in the classroom, electronic readers, scientific calculators, digital scales, etc.	**Formative**		
Strategy's Expected Result/Impact: Improved frequency and proficiency with technology tools **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Campus Funding Summary

			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Costs for Teaching and Learning Coach	SCE Funds	$70,000.00
2	1	8	Supplemental Materials	Special Education Funds	$250.00
2	1	8	Supplemental Materials	ESL Funds	$250.00
2	1	8	Supplemental Materials	GT Funds	$250.00
3	1	1	Student Wellness Interventionist costs	SCE Funds	$70,000.00
3	1	6	Costs for payroll and materials for tutorials.	SCE Funds	$4,000.00
				Sub-Total	$144,750.00